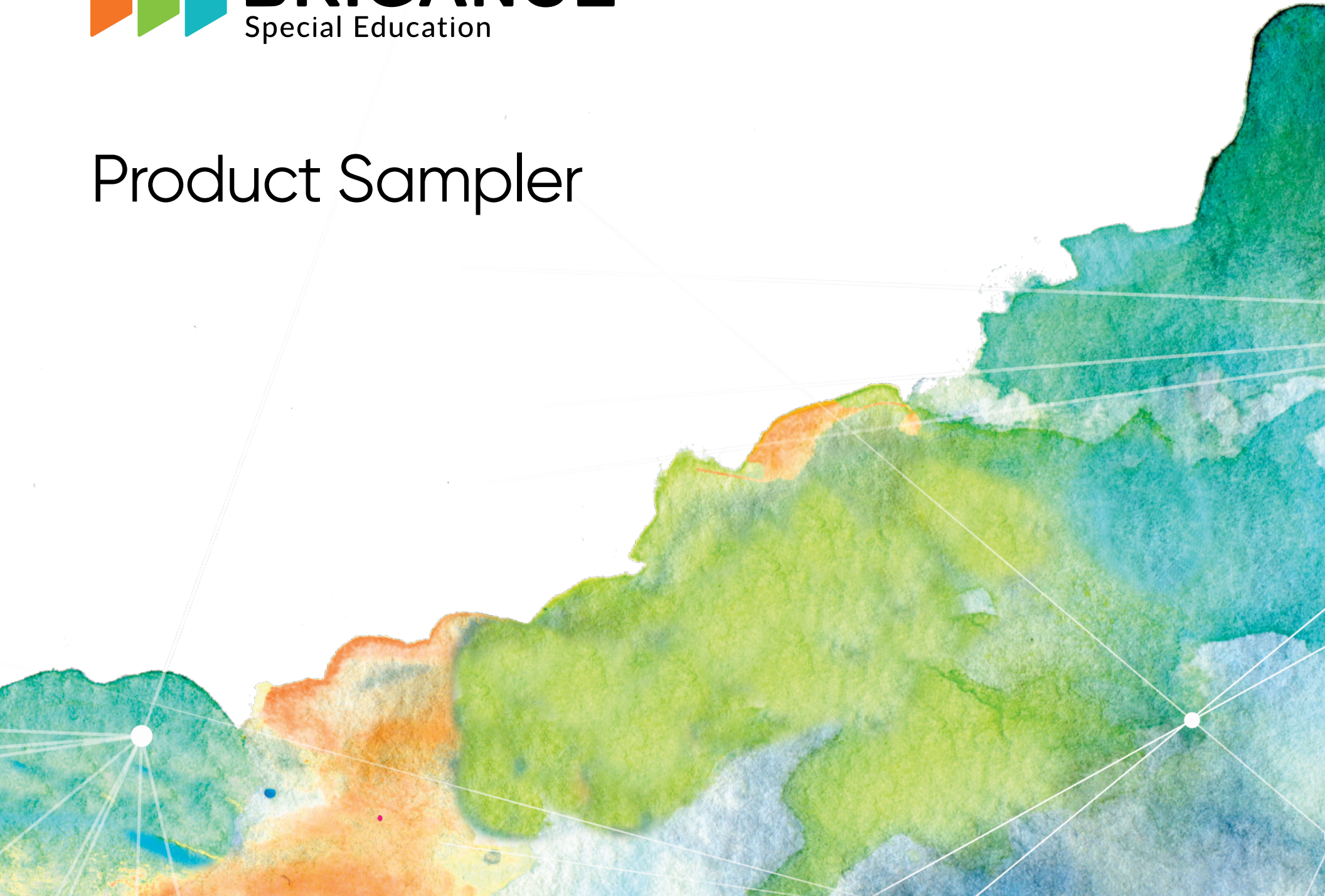




# Product Sampler

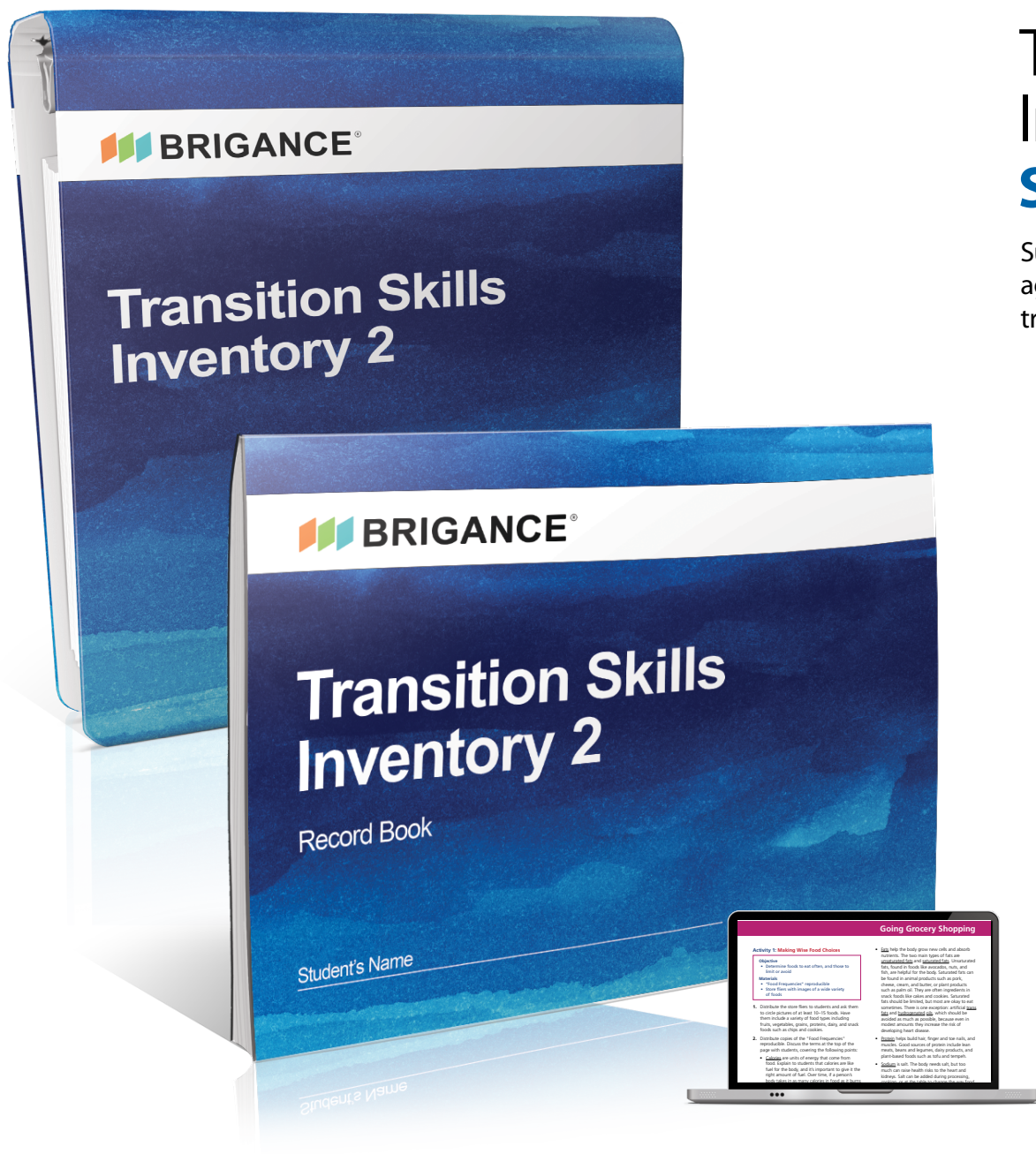


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# Transition Skills Inventory 2 (TSI 2) Second Edition!

Support the individual transition needs of learners ages 14–22 and set measurable, student-centered transition goals.

- Choose from 100 developmentally appropriate assessments for a wide range of student abilities.
- Build self-determination and self-advocacy skills.
- Develop transition goals and IEP objectives.
- Monitor and track progress for each student over time with the **TSI 2 Record Book**.

Get started with the TSI 2 Kit for **\$319**:

- Transition Skills Inventory 2
- 20 Record Books

See [page 26](#) for more pricing information.

Use your TSI 2 with the Transition Skills Activities 2 for a comprehensive solution for meeting Individuals with Disabilities Education Act (IDEA) requirements for transition services. For information on the **TSA 2**, see [page 9](#).

A broad range of knowledge and skills important for a successful transition into adult life, including skill areas identified by IDEA guidelines for Indicator 13

Extensive content includes:

- 1 Postsecondary Pathway assessments that focus on **self-determination, communication, and organizational skills**
- 2 Assessments related to seeking and maintaining **employment**
- 3 Assessments to give insight into a student’s ability to **live independently**
- 4 Assessments focused on **awareness of community resources and aspects of active citizenship**
- 5 Academic coverage assessing **proficiency and areas of possible growth**

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A-4 Advocating for Self and Needs

Overview

This assessment focuses on the student's ability to describe their own disability, needs, and rights and to self-advocate.

SKILL

Understands and explains their disability, their rights, and accommodations they will need in postsecondary pursuits

ASSESSMENT METHOD

Verbal Response

MATERIALS

None

SCORING INFORMATION

Record Book: Page 5

NOTE

Refer to the most recent version of the Americans with Disabilities Act and other state/federal laws concerning employees' rights in the workplace.

Directions: Verbal Response

Engage the student in a conversation to gauge their understanding of their disability and their needs and rights relative to their disability.

Say: **I'm going to ask you some questions about your disability, your needs, and your rights.**

Use the questions below to guide the conversation. Ask follow-up questions as needed and adapt the questions to meet the needs of the student or assessment situation.

- Names their disability**  
Ask: **Can you name your disability?**
- Explains the purpose of the IEP or 504 Plan**  
Ask: **What is the purpose of your (IEP; 504 Plan)?**
- Describes their specific disability**  
Choose the question or questions that are most relevant to the student.  
Ask: **How would you describe your disability to a potential employer?**  
Ask: **How would you describe your disability to someone in a college disabilities service office?**
- Explains assistive technology they use, if applicable**  
Ask: **Do you currently use assistive technology? If so, describe the technology and how it helps you.**
- Knows how to ask questions pertinent to their needs**  
Ask: **If you want to know more about the responsibilities and demands of a (job; class; training program), what would**

The TSI 2 **supports each student in determining their own path** after high school, based on their strengths and interests, while building self-advocacy and communication skills.

Objective for Writing IEPs

- By (date), (student's name), will (list as appropriate)
- name their disability.
  - explain the meaning of the IEP or 504 Plan.
  - describe their specific disability.
  - explain assistive technology they use.
  - know how to ask questions pertinent to their needs.
  - understand what an accommodation is.
  - know accommodations needed to support their disability in a workplace or postsecondary academic setting.
  - know how to advocate effectively.
  - understand their rights for services under IDEA and Section 504.
  - understand that their rights for services in high school differ from their rights for services in a workplace or postsecondary academic setting (e.g., college).

- Knows accommodations needed to support their disability in a workplace or postsecondary academic setting**  
Choose the question or questions that are most relevant to the student.  
Ask: **What accommodations would help you perform the job duties for a job you are interested in?**  
Ask: **What accommodations or supports could help you show what you know in an academic setting?**  
Ask: **Are there specific devices you could use to help you be successful in (a job; in college)?**  
Ask: **Are there accessibility features available for technology devices you may use (in college; at work)? If so, what are they? Have you used these features in the past?**
- Knows how to advocate effectively**  
Ask: **How would you describe your needs and accommodations to (a potential employer; someone in a college disabilities service office)?**
- Understands their rights for services under IDEA and Section 504**  
Ask: **What rights do you have that are guaranteed by your (IEP; 504 Plan)?**
- Understands that their rights for services in high school or rights for services in a workplace or academic setting (e.g., college) differ from their rights for services (at work; in college) when they are in high school?**

STUDENT'S NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ RATER/RELATIONSHIP: \_\_\_\_\_

**DIRECTIONS:** Read each item and think about how it applies to the student. Then place a check (✓) in the column on the right that best describes your opinion or rating.

Key	When the student is at work or school, does the student ...	0	1	2	3
0 = Never (needs to improve a lot)	1. get along well with people who supervise them, such as their manager or their teachers?				
1 = Sometimes (has room for improvement)	2. show attentiveness when having a conversation with a co-worker or peer by facing them and using positive body language?				
2 = Usually (needs to improve some)	3. share their opinions and ideas in acceptable and constructive ways?				
3 = Almost always (does not need to improve)	4. work well as a member of a team to complete a task?				
	5. listen to what others say, even if they do not agree with them?				
	6. apologize when they make a mistake?				
	7. treat people kindly at work when those people are upset?				
	8. make sure to use appropriate language for work when speaking and writing?				
	9. express gratitude by saying <i>thank you</i> ?				
	10. recognize and accept praise from others appropriately?				
	11. recognize and accept negative feedback from others appropriately?				
	12. congratulate others when they have done a good job?				
	13. choose appropriate clothing to wear?				
	14. maintain respect for the personal space of co-workers or peers				
	15. follow the workplace or school rules about their personal phone?				
	16. greet co-workers or peers with a smile each day?				

Communication

**Assessments seek to draw insights from the full transition planning team, including the student, their families, and their teachers.**

## B-4 Soft Skills Rating Scale

### Overview

This scale rates the student's communication, interpersonal, and self-management skills in the workplace and helps identify specific soft skills that the student should continue to develop, modify, or improve.

### ASSESSMENT METHODS

- Verbal Response
- Written Response

### MATERIALS

- Page S-25
- OR
- A copy of page S-25
- A pencil

### SCORING INFORMATION

**Record Book:** Page 10

### NOTES

- If you are administering this assessment by Verbal Response and would like to have a record of the student's responses, make a copy of page S-25 and place a check (✓) in the column that reflects the student's response for each item.
- You may wish to make a copy of the Teacher/Parent form of the rating scale on page 37 to be completed by a teacher, parent, or other adult who knows the student well. Comparing the student's responses to those of another rater may provide additional insight into the student's thinking and may help to determine patterns of strengths and weaknesses.

### Directions: Verbal Response

Show the student page S-25 and

**Say:** *This rating scale is about how you communicate with other people at work or school. I will read each item and you think about how it applies to you. Tell me which rating from 0 to 3 best describes your opinion or rating.*

Read and explain the rating scale from 0 to 3. Then read each item out loud to the student and pause for the student's response.

### Directions: Written Response

Give the student a copy of page S-25 and a pencil and

**Say:** *This rating scale is about how you communicate with other people at work or school. Read each item and think about how it applies to you. Then place a check (✓) in the column that best describes your opinion or rating.*

If needed, use the first item as an example. Allow the student ample time to complete the scale.

### Guidelines for Writing IEP Objectives

Review the student's completed rating scale and any completed Teacher/Parent forms of the rating scale to determine any patterns. Develop objectives for the student based on specific skills. Prioritize

Communication

E

## Employment: E Technology (continued)

Page 122

### E-5 Using Social Media

Assessment Method: \_\_\_\_\_

#### Page S-122

- Names a social media platform and explains how it is used
- Names a benefit of using social media
- Identifies safe people to connect with on social media (a, b, c)
- Identifies safest privacy setting for social media accounts (b)
- Identifies unsafe comments to post on social media (a, d, e, f)
- Names two ways to limit amount of time spent on social media
- Identifies an appropriate response to online bullying

#### Page S-123

- |           |           |
|-----------|-----------|
| 8. False  | 18. True  |
| 9. True   | 19. False |
| 10. False | 20. True  |
| 11. False | 21. True  |
| 12. False | 22. True  |
| 13. True  | 23. True  |
| 14. True  | 24. True  |
| 15. False |           |
| 16. True  |           |
| 17. True  |           |

Notes: \_\_\_\_\_

## E-5 Using Social Media

### Overview

This assessment focuses on the student's understanding of social media.

### SKILL

Correctly answers questions about responsible social media use

### ASSESSMENT METHOD

Written Response

### MATERIALS

- A copy of pages S-122 and S-123
- A pencil

### SCORING INFORMATION

- Record Book:** Page 28
- Give credit for each correct response.

### POSSIBLE ADAPTATIONS

This assessment may be adapted in many ways to accommodate individual student differences. Possible adaptations include:

- Reading the items out loud
- Defining unknown vocabulary words
- Asking the student to respond verbally

### Directions: Written Response

Give the student a copy of page S-122 and a pencil. Read the DIRECTIONS out loud.

**Say:** *Read each question. Write your answers on the lines provided or circle the best answer or answers.*

Give help understanding the DIRECTIONS, if needed. Also, if needed, provide help reading the items.

### ANSWERS FOR PAGE S-122

- The student names a social media platform and gives a description of how it is used.
- The student names a benefit of using social media (e.g., *connecting with friends and family; connecting with people with shared interests; sharing ideas with other people; learning new things; being creative; having fun.*)
- a, b, c
- b
- a, d, e, f
- The student lists two ways to limit time on social media (e.g., *set a daily or weekly goal for time spent; use apps or phone settings to limit access after a certain amount of time; leave my phone outside my room at night; balance social media use with other hobbies and activities.*)
- The student identifies an appropriate response to online bullying (e.g., *tell a trusted adult; keep a record of the person's messages and report them to the social media platform for violating terms of service if applicable; report the person to local law enforcement if applicable.*)

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E-5 Using Social Media

Technology

**Content is timely and relevant,** addressing the real-world needs and scenarios learners may encounter in their adult lives.

Criterion-referenced assessments can be **adapted** for a range of ages and abilities.

The student's Record Book is used to **document their performance and note assessment observations**. The Record Book can be shared with all members of the student's transition planning team.



Teacher pages are formatted for ease of use with guidance for delivering the assessment.

### Enhanced!

Money and Finance assessments identify students' abilities to budget, manage credit, understand pay and benefits, and more.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ EXAMINER: \_\_\_\_\_

**DIRECTIONS:** The words and phrases in this list are about job pay and benefits. Each word or phrase in the list below matches one of the numbered definitions. Read each word or phrase and find its definition. Write the letter of the word or phrase on the line next to its definition.

a. deductions	_____	1. amounts of money taken from your pay for Social Security tax, Medicare tax, federal and state income tax, and health insurance
b. federal withholding tax	_____	2. employee health insurance, sick pay, and vacation pay that is paid for by an employer
c. FICA/Social Security tax	_____	3. money received by an employee who is laid off due to no fault of the employee
d. benefits	_____	4. money, owed by the employee to the federal government, that is taken out of the employee's pay and sent to the federal government by the employer
e. gross income	_____	5. money, paid by employers and their employees to the federal government, that is later paid as income to employees when they retire or become disabled
f. net income	_____	6. the amount of money an employee receives after taxes and deductions have been taken for the employee's paycheck (also called take-home pay)
g. overtime pay	_____	7. another word for pay or wages
h. pay period	_____	8. the schedule of time for which you are paid for hours worked, such as every two weeks
i. salary	_____	9. extra money paid to employees when they work more than 40 hours per week
j. unemployment compensation	_____	10. the total amount of money an employee earns before taxes and deductions have been taken

Possible adaptations, materials needed, and scoring information are provided at point of use.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ EXAMINER: \_\_\_\_\_

**DIRECTIONS:** When you are trying to find an apartment or house, you may look at housing ads. Read all of the ads in the left column, and then answer the questions about the ads in the right column. Write your answer on the line after each question. Look at the **EXAMPLE**.

**EXAMPLE:** Which ad is for an apartment that has a pool? C

<p><b>A.</b> For rent: Gorgeous 2-story 3BR 2BA home in walkable neighborhood! Easy walk to public park, convenient to interstate. Unfurnished except for kitchen appliances and W/D hookups. Great yard for kids! \$1500/mo. plus utilities. Available March 1. 111-555-7098</p> <p><b>B.</b> ROOMMATE NEEDED in ADA-compliant 2 bed, 2 bath house near College University. Enjoy shared common spaces and your own private bed/bath! Central A/C, fenced backyard, all new appliances in kitchen. Pets ok with deposit. Available immediately. \$615/mo., utilities included (water/sewer, gas, elec, internet/TV). 111-555-1515</p> <p><b>C.</b> JUST STARTING OUT? Rent this fully furnished 1 BR, 1 BA apartment! 3rd floor, no elevator, next to popular shopping</p>	<p>1. Which ad states that the rent includes all of the utilities? _____</p> <p>2. Which ad states that the rental is close to a bus stop? _____</p> <p>3. Which ad is for the rental that is MOST likely to be wheelchair accessible? _____</p> <p>4. Which ad is MOST appropriate for someone who wants to live alone? _____</p> <p>5. Which ad states that the rental is close to shopping? _____</p> <p>6. If you had questions about the house where a roommate is needed, what number would you call? _____</p> <p>7. If you had questions about the apartment that comes with furniture, what number would you call? _____</p> <p>8. Which utilities are included in the rent for the house with air conditioning? _____</p>
---	---

## I-1 Finding Appropriate Housing

### Overview

This assessment focuses on the student's understanding of where to look and what to look for when seeking housing.

#### SKILL

Understands information in ads for housing

#### ASSESSMENT METHODS

- Verbal Response
- Written Response

#### MATERIALS

- Page S-238
- OR
- A copy of page S-238
- A pencil

#### SCORING INFORMATION

- **Record Book:** Page 58
- Give credit for each correct response.

#### POSSIBLE ADAPTATIONS

This assessment may be adapted in many ways to accommodate individual student differences. Possible adaptations include:

- Reading the housing ads out loud to the student
- Defining unknown vocabulary words for the student
- Using housing ads from a local source
- Selecting specific ads and questions consistent with the student's needs and abilities

### Directions: Verbal Response

Show the student page S-238. Point to the **DIRECTIONS** and the **EXAMPLE**, and

**Say:** When you are trying to find an apartment or house, you may look at housing ads. Read all of the ads in the left column, and then I will ask you some questions. Look at the **EXAMPLE**. Which ad is for an apartment that has a pool?

Pause for the student's response. (C) Give help understanding the **EXAMPLE**, if needed. Then

**Say:** Now tell me the answer to each question.

Ask each question and pause for the student's response. Ask again, if necessary.

1. Which ad states that the rent includes all of the utilities? (B)
2. Which ad states that the rental is close to a bus stop? (C)
3. Which ad is for the rental that is MOST likely to be wheelchair accessible? (B)
4. Which ad is MOST appropriate for someone who wants to live alone? (C)
5. Which ad states that the rental is close to shopping? (C)
6. If you had questions about the house where a roommate is needed, what number would you call? (111-555-1515)
7. If you had questions about the apartment that comes with furniture, what number would you call? (111-555-2694)
8. Which utilities are included in the rent for the house with air conditioning? (water, sewer, gas, electricity, internet, tv)
9. What is the rent for the house that is available March 1? (\$1500)
10. When would the apartment be ready for moving into? (January 1)

## Transition Skills Activities 2 (TSA 2) Second Edition!

Aligned to the TSI 2 assessments and easily accessible from the Digital Resource Library, the TSA 2 provides instructional activities to support transition goals.

- 180 differentiated activities across four skill areas: Employment, Independent Living, Community Participation, and Postsecondary Skills
- Suggestions for adapting content to accommodate learner variability
- Digital teaching resources in PDF format for downloading, projecting, printing, or posting to a learning management system (LMS)

Get started for **\$129** per teacher for a one-year license.

### Going Grocery Shopping

#### Activity 1: Making Wise Food Choices

##### Objective

- Determine foods to eat often, and those to limit or avoid

##### Materials

- "Food Frequencies" reproducible
- Store fliers with images of a wide variety of foods

1. Distribute the store fliers to students and ask them to circle pictures of at least 10–15 foods. Have them include a variety of food types including fruits, vegetables, grains, proteins, dairy, and snack foods such as chips and cookies.
2. Distribute copies of the "Food Frequencies" reproducible. Discuss the terms at the top of the page with students, covering the following points:
  - Calories are units of energy that come from food. Explain to students that calories are like fuel for the body, and it's important to give it the right amount of fuel. Over time, if a person's body takes in as many calories in food as it burns
  - Fats help the body grow new cells and absorb nutrients. The two main types of fats are unsaturated fats and saturated fats. Unsaturated fats, found in foods like avocados, nuts, and fish, are helpful for the body. Saturated fats can be found in animal products such as pork, cheese, cream, and butter, or plant products such as palm oil. They are often ingredients in snack foods like cakes and cookies. Saturated fats should be limited, but most are okay to eat sometimes. There is one exception: artificial trans fats and hydrogenated oils, which should be avoided as much as possible, because even in modest amounts they increase the risk of developing heart disease.
  - Protein helps build hair, finger and toe nails, and muscles. Good sources of protein include lean meats, beans and legumes, dairy products, and plant-based foods such as tofu and tempeh.
  - Sodium is salt. The body needs salt, but too much can raise health risks to the heart and kidneys. Salt can be added during processing, cooking, or at the table to change the way food

## Everything you need to support successful transitions

Resource Library

Program

Subject

BRIGANCE

Transition

Classroom Resources

Program Implementation

Whole Class

Instruct

Practice

2 Teacher-Facing Activities

3 Reproducibles

4 Student Worksheets

Unit 1: Postsecondary Pathways

Section 1: Educational and Career Interests

Unit 2: Employment

Section 2: Employment Applications

Section 3: Government Employment Forms

1

2

3

4

Section 3: Government Employment Forms

Government Employment Forms (Full Section) Teacher

Activity 1: Identifying and Protecting Personal Data Teacher

Activity 2: Understanding Abbreviations Teacher

Activity 3: Getting Ready to Apply for a Social Security Card Teacher

Activity 4: Filling Out an Application for a Social Security Card Teacher

Activity 5: Filling Out Employment Form I-9 Teacher

Activity 6: Filling Out Employment Form W-4 Teacher

Select the icon to find the **instructional resources** that support your students' needs.

## 1 Interactive Table of Contents: Resources are organized by skill areas.

2

3

Activity 2: Reading Paychecks and Pay Statements

Job Pay and Benefits

Best Business, Inc.

Pay Period: 10/01/21 - 10/01/21

234 Forest Ave.

Mytown, USA 00000

Job Pay and Benefits

Best Business, Inc.

Pay Period: 10/01/21 - 10/01/21

234 Forest Ave.

Mytown, USA 00000

## TEACHER-FACING ACTIVITIES

## REPRODUCIBLES

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5

Activity 2: Reading Paychecks and Pay Statements

Job Pay and Benefits

Best Business, Inc.

Pay Period: 10/01/21 - 10/01/21

234 Forest Ave.

Mytown, USA 00000

Linking the Transition Skills Activities/2 to the Transition Skills Inventory 2

Activity 2: Reading Paychecks and Pay Statements

Job Pay and Benefits

Best Business, Inc.

Pay Period: 10/01/21 - 10/01/21

234 Forest Ave.

Mytown, USA 00000

## STUDENT WORKSHEETS

## LINKING THE TSA 2 TO THE TSI 2 TABLE

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## Managing a Budget

### Managing a Budget

#### OVERVIEW

In these activities students learn and practice skills needed to manage a budget. They read price charts, calculate sales tax, distinguish needs from wants, and create a personal budget.

#### SKILLS

- Read and interpret the information on a price chart
- Calculate sales tax
- Distinguish between needs and wants
- Recognize the purpose of budgeting
- Make a basic sample budget
- Identify the steps necessary to develop a personal budget

#### ALIGNMENT WITH TRANSITION SKILLS INVENTORY 2

G-5 Computing Totals for Purchases  
G-11 Budgeting and Banking

#### Vocabulary

Afford	Expenses	Price
Budget	Fare	Rate
Discretionary	Income	Sales tax
Employee	Net income	Savings

#### Class Discussion Questions

- What is a budget?
- What are ways that you can earn money?
- What are some things that you must buy in order to live?
- Why is it a good idea to save some money from every paycheck?
- How can you keep track of the money that you spend?

**Class Discussion Questions and Vocabulary** support students in accessing key lesson concepts.

Lesson plans include **step-by-step instructions** to guide teachers through each activity.

## Managing a Budget

#### Charts with Prices

Get the information on a

ices and Bus Fares"

with Prices" student

ive ideas about the prices of going to a movie, taking public ng at a fast-food restaurant, and gestions to explain that es helps people make decisions g.

the "Movie Ticket Prices and ible or project it during e movie theater's price chart

time with the students. Use the chart to give practice in reading across each row to determine a ticket price.

Ask questions about details in the chart. For example:

- How much is a ticket for an adult? (\$10)
  - Who can see a movie without paying? (a child under 2)
  - How much would you have to pay for a ticket for yourself? (\$8)
  - How much would admission cost for a 70-year-old grandparent with an 8-year-old grandchild? (\$10)
3. Tell the students that another common kind of price chart shows transportation fares. Ask for the names of different kinds of transportation services the students have used—buses, trains, taxis, and others. Have them tell about the fares for each.

## Managing a Budget

4. Have the students read the public transportation fare chart's title and the column headings, and tell what the chart shows. Ask questions about details in the chart. For example:

- How do you decide whether you want a one-way ticket or a round-trip ticket? (*It depends on whether you want to come back to your starting point.*)
- How much would it cost a student in the class to take a one-way trip? (\$2.50)
- How much does it cost for a mother and her 10-year-old child to take a one-way trip? (\$4.25)
- If you plan to return to your starting point, why is it better to buy a round-trip ticket than two one-way tickets? (*The round-trip costs less.*)

5. Tell the students to imagine that they have \$10 to spend. Have them use both price charts to decide whether they can buy a ticket at the Sunset Movie Theater, take a trip on the Bluebell Bus, or do both. Discuss the reasons for their choices.

6. Distribute copies of the "Reading Charts with Prices" student worksheet. Encourage the students to complete the items independently. Provide support as needed.

#### Possible Adaptations

This activity may be adapted in many ways to accommodate individual student differences. One possible adaptation might be using real or "play" money to illustrate the money the student can spend at the theater, on the bus, or both. Have the student show how they would spend the money using the charts as a guide.

#### Check for Understanding

- Does the student understand how to use price charts?
- Can the student find and identify fees and fares in a chart?

**Possible Adaptations** provide suggestions for supporting students with a broad range of needs.

Select activities include **Reproducibles** for use during instruction or **Student Worksheets** to be completed independently by students in class or at home.

Student Worksheets are formatted to easily post to an approved **LMS** or print for in-class use.

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## Criterion-Referenced Inventory of Early Development 4 (IED 4)

The IED 4 is a comprehensive collection of developmental and academic assessments that make it easy to assess the educational strengths and needs of students developing skills typically acquired between birth and age 8.

- Determine present level of performance.
- Develop goals and objectives for ongoing IEPs, and guide instructional planning.
- Monitor student progress.
- Support alternate assessment needs.

Get started for **\$419** with the IED 4 Classroom Kit:

- IED 4 Developmental and Academic Administration Manual Set
- 20 Record Books
- Manipulatives
- Durable Canvas Tote

See [page 26](#) for more pricing information.



With **more than 130** assessments, the IED 4 is divided into two volumes that cover a wide range of skills across key developmental and academic domains.

IED 4 Volume 1: Developmental

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## Major content updates include:

- New Cognitive domain with expanded content measuring early cognitive development
- Social and Emotional assessments expanded using the Collaborative for Academic, Social, and Emotional Learning framework
- Fully updated Literacy domain that reflects the Science of Reading
- Fully updated Mathematics domain that reflects up-to-date research on early numeracy
- New Science section developed using Next Generation Science Standards

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\*This milestone assessment also includes a Comprehensive Skill Sequence. See page i-xx for more information.

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Assessments by Method and Age/Grade Chart—Volume 1: Developmental

Assessment Method(s)				Assessment Title	Page	Earliest Notation	Age Notation Range									Latest Notation
Observation and Interview	Observation	Performance: Demonstrated	Performance: Written				0 months to 12 months	12 months to 2 years	2 years to 3 years	3 years to 4 years	4 years to 5 years	5 years to 6 years	6 years to 7 years	7 years to 8 years		
D LANGUAGE DEVELOPMENT: EXPRESSIVE																
✓				D-1 General Expressive Language Skills*	105	0m								7y		
		✓		D-2 Names Pictures	114	18m								4y6m		
		✓		D-3 Names Parts of the Body*	121	2y								6y6m		
		✓		D-4 Names Colors	122	2y								5y		
		✓		D-5 Names Actions	124	2y								4y		
		✓		D-6 Uses Inflectional Endings, Possessives, and Prepositions	127	2y								5y		
		✓		D-7 Responds to Pictures with Meaningful Language	130	3y6m								6y6m		
	✓			D-8 Intelligibility	133	18m								7y11m		
	✓	✓		D-9 Speech Sound Development	135	18m								7y11m		
✓				Comprehensive Skill Sequences	139	0m								7y11m		
✓				Supplemental Skill Sequence	143	6m								6y		
E COGNITIVE DEVELOPMENT																
✓				E-1 General Cognitive Skills*	146	0m										
		✓		E-2 Imitates Actions	153	9m										
		✓		E-3 Follows Multistep Directions	155	15m										
		✓		E-4 Builds Structures with Blocks	157	2y										
		✓		E-5 Directional and Positional Concepts	161	2y										
		✓		E-6 Contrasting Concepts	163	2y										
		✓		E-7 Matches Colors	166	2y										
		✓		E-8 Sorts Objects by Attribute	168	3y										

Assessment Method(s)

Observation and Interview

Observation

Performance: Demonstrated

Performance: Written

Assessment Title

Page

Earliest Notation

0 months to 12 months

12 months to 2 years

2 years to 3 years

3 years to 4 years

4 years to 5 years

5 years to 6 years

6 years to 7 years

7 years to 8 years

Latest Notation

D LANGUAGE DEVELOPMENT: EXPRESSIVE

D-1 General Expressive Language Skills\*1050m

D-2 Names Pictures11418m

D-3 Names Parts of the Body\*1212y

D-4 Names Colors1222y

D-5 Names Actions1242y

D-6 Uses Inflectional Endings, Possessives, and Prepositions1272y

D-7 Responds to Pictures with Meaningful Language1303y6m

D-8 Intelligibility13318m

D-9 Speech Sound Development13518m

Comprehensive Skill Sequences1390m

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E-2 Imitates Actions1539m

E-3 Follows Multistep Directions15515m

E-4 Builds Structures with Blocks1572y

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E-6 Contrasting Concepts1632y

E-7 Matches Colors1662y

E-8 Sorts Objects by Attribute1683y

Assessment Method(s)

Observation and Interview

Observation

Performance: Demonstrated

Performance: Written

Assessment Title

Page

Earliest Notation

0m

12m

2y

3y

4y

5y

6y

Latest Notation

J ACADER

✓

\* This milestone assessment has a corresponding Comprehensive Skill Sequence. See page i-24 for more information.

\* This milestone assessment has a corresponding Comprehensive Skill Sequence. See page i-24 for more information.

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Assessments by Method and Age/Grade Chart - Volume 1

- Improved age notation format and new grade-level notations
- See at a glance which assessments are most relevant for individual students.
- Plan to administer assessments with the same assessment method together.

Assessments by Method and Age/Grade Chart—Volume 2: Academic

Assessment Method(s)				Assessment Title	Page	Earliest Notation	Age/Grade Notation Range								Latest Notation
Observation and Interview	Observation	Performance: Demonstrated	Performance: Written				Early Childhood				Pre-K	K	1st Grade	2nd Grade	
							0 months to 12 months	12 months to 2 years	2 years to 3 years	3 years to 4 years					
J ACADEMIC SKILLS: LITERACY															
✓				J-1 Responds to Books	285	0m								2nd	
	✓			J-2 Concepts of Print	290	12m								K	
	✓			J-3 Identifies and Makes Rhymes	293	Pre-K								K	
	✓			J-4 Blends Word Parts	296	Pre-K								1st	
	✓			J-5 Segments Word Parts	298	1st								1st	
	✓			J-6 Adds Word Parts	300	K								1st	
	✓			J-7 Deletes Word Parts	303	1st								1st	
	✓			J-8 Substitutes Word Parts	306	K								1st	
	✓			J-9 Discriminates Initial, Ending, and Medial Sounds	309	K								K	
	✓			J-10 Identifies Consonant Sounds in Words	311	K								K	
	✓			J-11 Identifies Long and Short Vowel Sounds in Words	317	K								1st	
	✓			J-12 Matches Uppercase and Lowercase Letters	320	K								K	
	✓			J-13 Identifies Uppercase Letters	322	K								K	
	✓			J-14 Identifies Lowercase Letters	323	K								K	
	✓			J-15 Identifies Sounds Made by Letters	324	K								1st	
	✓			J-16 Identifies Consonant Sound-Spelling Correspondence	325	K								K	
	✓			J-17 Identifies Vowel Sound-Spelling Correspondence	327	K								K	
		✓		J-18 Prints Uppercase Letters	329	K								K	
		✓		J-19 Prints Lowercase Letters	330	1st								1st	
						0m	12m	2y	3y	4y					

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Assessments by Method and Age/Grade Chart - Volume 2: Academic



## D-1 General Expressive Language Skills

### Overview

This assessment focuses on communication using sounds, gestures, and words, as well as vocabulary development, complexity of language, and the production of multiword utterances.

#### SKILLS

- Demonstrates meaningful vocalizations and gestures
- Uses words and combines them into phrases and sentences to communicate

#### ASSESSMENT METHOD

Observation and Interview

#### MATERIALS

Pages S-131 and S-132 from D-7 Responds to Pictures with Meaningful Language (see items 79 and 80)

#### SCORING INFORMATION

- **Record Book:** Pages 24–26
- Give credit for each skill the student demonstrates or for each yes response. See the specific Criteria given for some skills.
- Stop after three consecutive skills the student does not demonstrate or after three consecutive *no* responses.

#### NOTE

Many foundational expressive language skills are typically present only at the early stages of development and disappear during later stages. If a skill continues far beyond the developmental window in which it is usually observed, note this in the Record Book.

#### COMPREHENSIVE SKILL SEQUENCE

A Comprehensive Skill Sequence that includes the milestone skills in this assessment as well as intermediate skills appears on pages 139–142.

### Directions: Observation and Interview

Before you begin, read through the full assessment to familiarize yourself with the items. Then, if possible, spend time with the student in a natural setting. Give credit for each skill demonstrated during your observation. For some items, additional instructions are included to encourage demonstration of the skill.

For a skill you are not able to observe, ask the parent/caregiver the question that follows the skill. If needed, ask follow-up questions to determine if the student demonstrates proficiency in the skill.

#### 1. Makes sounds other than crying

Ask: Does \_\_\_\_\_ make sounds other than crying?

Criteria: Give credit if the student makes sounds other than crying, such as small throaty noises.

#### 2. Makes varied sounds<sup>2m</sup>

Ask: Does \_\_\_\_\_ make d happy, hungry, and

Criteria: Give credit if the stu

#### 3. Coos and gurgles

Ask: Does \_\_\_\_\_ make g such as ooh or aah?

#### 4. Laughs out loud

Ask: Does \_\_\_\_\_ laugh c

#### 5. Has a strong cry

Ask: Does \_\_\_\_\_ have a

#### 6. Vocalizes when talked to

Ask: Does \_\_\_\_\_ make s instance, when you diaper change, do t engage with you?

#### 59. Responds to simple yes or no questions related to visual information

Ask: Does \_\_\_\_\_ respond with yes or no to questions about what they see, such as *Is this an apple?* or *Is this a cat?*

#### 60. Uses possessive nouns

Ask: Does \_\_\_\_\_ use words that end in *s* to indicate possession, such as *the doll's hair*, *Dada's phone*, or *Mama's car*?

#### 61. Asks what questions

Ask: Does \_\_\_\_\_ ask what questions, such as *What is that?* or *What are you doing?*

#### 62. Asks where questions

Ask: Does \_\_\_\_\_ ask where questions, such as *Where are we going?* or *Where is my hat?*

#### 63. Asks why questions

Ask: Does \_\_\_\_\_ ask why questions, such as *Why did he do it?* or *Why can't I?*

#### 64. Uses pronouns to refer to others

Ask: Does \_\_\_\_\_ use pronouns such as *he*, *she*, and *they* to refer to others?

Criteria: Give credit if the student uses at least two pronouns to refer to others.

#### 65. Uses simple sentences with pronouns

Ask: Does \_\_\_\_\_ use simple sentences with pronouns, such as *I can do it* or *She can play with me*?

#### 66. Answers who questions

Ask: Does \_\_\_\_\_ answer who questions, such as *Who is in the car?* or *Who gave it to you?*

Multiple assessment methods allow for flexible administration.

User-friendly directions guide teachers step by step through an assessment.

#### 67. Uses negative phrases

Ask: Does \_\_\_\_\_ use negative phrases, such as *I don't*, *I can't*, or *I won't*?

#### 68. Answers where questions

Ask: Does \_\_\_\_\_ answer where questions, such as *Where is your coat?* or *Where do you want to go?*

#### 69. Asks when questions

Ask: Does \_\_\_\_\_ ask when questions, such as *When can we go?* or *When will we eat?*

#### 70. Asks how questions

Ask: Does \_\_\_\_\_ ask how questions, such as *How do you do it?* or *How does it work?*

#### 71. Uses prepositions other than in and on

Ask: Does \_\_\_\_\_ use prepositions other than *in* and *on*, such as *to*, *from*, *out*, *over*, *under*, or *behind*? Which ones?

Criteria: Give credit if the student uses at least two prepositions other than *in* and *on*.

#### 72. Uses possessive pronouns other than my and mine

Ask: Does \_\_\_\_\_ use possessive pronouns, such as *his*, *your*, *her*, *theirs*, and *its*? Which ones?

Criteria: Give credit if the student uses at least two possessive pronouns other than *my* and *mine*.

#### 73. Answers why questions

Ask: Does \_\_\_\_\_ answer why questions, such as *Why did the cat jump?*

#### 74. Uses irregular plural nouns

Ask: Does \_\_\_\_\_ use irregular plural nouns such as *feet* or *mice* instead of *foots* or *mouses*?

#### Example Objective

By \_\_\_\_\_ (date) \_\_\_\_\_, \_\_\_\_\_ (student's name) \_\_\_\_\_ will use irregular plural nouns (e.g., *geese*, *teeth*) in 8 of 10 opportunities.

Student assessment results translate directly into individualized instructional planning with suggested objectives for writing IEPs.

Comprehensive Skill Sequences

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

The Comprehensive Skill Sequences are detailed lists of developmentally sequenced skills that include the milestone skills from the corresponding assessments as well as additional intermediate skills. Augmenting an evaluation by assessing the intermediate skills from the Comprehensive Skill Sequences can help pinpoint a student's current strengths and needs along a broader skill continuum and track their ongoing progress in smaller incremental steps.

A Comprehensive Skill Sequence includes the skills in a specific assessment (listed as **bolded** milestone skills) as well as intermediate (secondary) skills. The numeral in parentheses that follows a milestone skill indicates the item number of the skill in the assessment and in the Record Book. The intermediate skills do not appear in the Record Book. Educators can reproduce relevant skill sequences and circle the item numbers for skills the student demonstrates.

The Comprehensive Skill Sequences are marked with age notations to reflect a general developmental sequence. For more information about age notations, see page i-17.

- H-1C SOCIAL AWARENESS**
- See pages 255–256 for assessment procedures for the milestone skills (the skills in **bold print**) that appear in H-1 Social Awareness.
- 1. Shows interest in people's faces (1)**<sup>2m</sup>
  - Shows a preference for being near others who are working or playing
  - Responds with a smile (2)**<sup>4m</sup>
  - Responds to strong emotions expressed by others (3)**<sup>3m</sup>
  - Imitates facial expressions of others
  - Responds differently to tones of voice associated with different feelings
  - Responds differently to facial expressions associated with different feelings
  - Responds differently to body language associated with different feelings
  - Demonstrates pride in response to praise (4)**
  - Imitates emotional body language of others
  - Makes visual contact with others (5)**<sup>12m</sup>
  - Imitates the actions of others (6)**<sup>18m</sup>
  - Demonstrates awareness of others' feelings (7)**
  - Demonstrates awareness of desirable and undesirable behaviors in others (8)**
  - Exercises control to avoid hurting others (9)**

- Uses words to describe how others are feeling
- Identifies the impact of others' behavior (10)**
- Identifies the impact of own behavior (11)**<sup>3y6m</sup>

Social and Emotional Development: Interpersonal

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

**H-3C PLAY AND RELATIONSHIPS WITH PEERS**

See pages 260–262 for assessment procedures for the milestone skills (the skills in **bold print**) that appear in H-3 Play and Relationships with Peers.

- 1. Gets excited when a toy is presented (1)**<sup>2m</sup>
- Repeats an accidental behavior that brings pleasure or satisfaction
- Repeats a smile, laugh, or vocalization that gets a pleasing reaction from others
- Shakes rattle or other object when placed in hand (2)**<sup>6m</sup>
- Splashes in bath
- Bites or chews toys in play (3)**
- Likes to reach for an object and grab it
- Rotates and examines objects curiously
- Kicks legs in play
- Grasps an object and waves or bangs it
- Moves to retrieve a toy that is out of reach<sup>12m</sup>
- Imitates the actions of others (4)**
- Links objects to functions (5)**
- Shows or offers an object to another person as a means of gaining social interaction
- Takes favorite toy or comfort object to bed (6)**
- Uses gestures such as pointing to direct attention
- Imitates the actions of a peer (7)**<sup>18m</sup>
- Imitates environmental sounds during play (8)**
- Imitates motions of objects (9)**

- Watches a peer play and joins briefly (10)**
- Engages in parallel play (11)**<sup>2y</sup>
- Talks to self during play
- Identifies with peers of the same age
- Takes turns with peers with adult assistance (12)**
- Engages in pretend play (13)**
- Plays with a variety of play behaviors (14)**
- Engages in play that extends beyond self (15)**
- Matches toys that go together (16)**
- Talks to and for objects (17)**
- Engages in a simple game with adult assistance (18)**<sup>2y6m</sup>
- Initiates interactions with a peer (19)**
- Shows an interest in the conversations of peers
- Plays with peers with adult assistance (20)**
- Acts out an entire scene of a complex episode, such as preparing a meal
- Participates in simple group activities (e.g., singing, clapping, dancing)
- Talks to peers other than those in their inner circle
- Plays simple group games (21)**
- Uses a doll or another toy to act out a scene (22)**
- Acts out an imaginary role in play (23)**<sup>3y</sup>
- Follows caregiver and copies activity in play

- Likes to dramatize in activities such as dress-up
- Shows preference for some friends over others (24)**
- Forms a temporary attachment to one playmate
- Invites a peer to join an activity (25)**
- Plays cooperatively with some adult assistance (26)**
- Has an imaginary friend
- Exhibits silliness and a sense of humor in play with peers
- Prefers the companionship of peers to that of adults (27)**<sup>3y6m</sup>
- Demonstrates willingness to share and take turns (28)**
- Stops a play activity on request
- Has several friends
- Engages in coordinated pretend play with peers (29)**
- Uses one object to represent another in play (30)**<sup>4y</sup>
- Plays cooperatively with peers in a small group (31)**
- Plays games that have rules (32)**
- Identifies a peer as a best friend
- Plays cooperatively in large-group games (33)**<sup>6y</sup>
- Values friendship (34)**
- Works together with peers to adapt play activities (35)**<sup>7y</sup>

Social and Emotional Development: Interpersonal

Helpful **Comprehensive Skill Sequences** break down skills for monitoring incremental progress and include developmental age notations to help teachers and parents identify which skills to look for and support next.

### Example of Evaluation Tracker:

Evaluation	Color	Date or Date Range	Examiner	Observations (e.g., observations about the student's hearing,* vision,* behavior; tips for keeping the student engaged)
1st	Red	9/15/26 - 9/18/26	James Williams	We took stretch breaks every 15 minutes.
2nd	Blue	1/20/27	James Williams	It was helpful to repeat prompts twice.

\*Screening by a healthcare professional may be in order.

The BRIGANCE color-coded recordkeeping system ensures accurate assessment results and allows tracking of skill proficiency in the student's IED 4 Record Book over time.

### Example of recording data using the color-coding system:

Page  
121

#### D-3 Names Parts of the Body

- |            |                          |            |                          |                           |
|------------|--------------------------|------------|--------------------------|---------------------------|
| 2y 1. eyes | 6. ears                  | 11. toes   | 16. neck                 | 21. shoulders             |
| 2. nose    | 7. head <sup>2y6m</sup>  | 12. hands  | 17. knees <sup>4y</sup>  | 22. elbows                |
| 3. mouth   | 8. teeth                 | 13. back   | 18. thumbs               | 23. chest                 |
| 4. hair    | 9. fingers               | 14. tongue | 19. chin <sup>5y6m</sup> | 24. ankles                |
| 5. feet    | 10. arms <sup>3y6m</sup> | 15. legs   | 20. cheek                | 25. heels <sup>6y6m</sup> |

Notes: Jumped up when we pointed to feet but did not name them.

Responded correctly for feet, fingers, and toes when prompted twice.

#### Example Objective

By \_\_\_\_ (date) \_\_\_\_, \_\_\_\_ (student's name) \_\_\_\_ will name the body parts *feet, teeth, fingers, and toes* in 8 of 10 opportunities.

**Example Objectives** offer support for developing IEP goals based on individual assessment results.

The IED 4 offers **new digital resources for enhanced support!**

### Case Study 3

#### Classroom:

- Early Childhood General Education (K4 – 2nd grade)

#### Educator:

- Ms. Campbell: a general education teacher in a first-grade classroom

#### Student:

- Aldo: a 6-year-old student in Ms. Campbell's classroom

#### Who may benefit from this section:

- General education teachers, K4 – grade 2
- Students with and without IEPs in general education settings

#### Using BRIGANCE to:

- Track progress
- Plan instruction and intervention
- Teach toward proficiency

### Track

Ms. Campbell has 20 students in her first-grade classroom. She uses the *IED 4* Math and Literacy domains with the Class Record Sheets to assess math and literacy benchmarks throughout the year. The data recorded in the Class Record Sheets informs student Progress Reports and Report Cards. Ms. Campbell has organized her class into four small groups to differentiate instruction for each student. Using the *IED 4* Math and Literacy domains regularly with each group allows Ms. Campbell to track progress closely and ensure her instruction is developmentally appropriate and rigorous for each student.

Because the *IED 4* is comprehensive, Ms. Campbell also has a research-backed resource to consult for individual student needs and intervention planning. Aldo is a first-grade student who excels in math and needs support with social-emotional skills. Ms. Campbell evaluates Aldo's math skills with the *IED 4* and moves Aldo to an advanced math group for instruction based on the data collected in Aldo's Record Book. Ms. Campbell evaluates Aldo's social-emotional skills with the *IED 4* and learns that Aldo needs support with interpersonal skills. Based on Aldo's Record Book data, Ms. Campbell creates an intervention plan for Aldo.

#### Tips

- You do not need to use the entire *IED 4* with your students. You only need to choose the domains relevant to each student for assessment. You may use only the Class Record Sheets for class benchmark assessment and other domains to individualize instruction for intervention or enrichment for a few students.
- You can use the *IED 4* for students performing below or above grade level across all domains to get a clear picture of individual skill development.

**Printable, easy-to-use Teacher Tools** assist with goal setting, instructional planning, and more.

### IEP Goal Builder Template

By **date**, given **instruction**, **student** will **achieve** the **number of opportunities to practice** **for** **date** **accuracy**, as measured by **assessment**.

By <b>date</b>	given <b>instruction</b>	student will <b>achieve</b>	number of opportunities to practice	for <b>date</b>	accuracy	as measured by <b>assessment</b>
examples: <ul style="list-style-type: none"><li>annual review</li><li>end of the school year</li><li>specific date</li></ul>	examples: <ul style="list-style-type: none"><li>visual prompts</li><li>verbal prompts (an adult specific number)</li><li>sensory supports</li><li>AKC/PECS (other communication method in communication)</li><li>a model</li><li>tactile cues</li><li>name (nouns/adjectives, letter cards, etc.)</li></ul>	examples: <ul style="list-style-type: none"><li>put things where they belong upon request</li><li>sing a song or recite a nursery rhyme</li><li>identify beginning consonant sounds in words</li></ul>	examples: <ul style="list-style-type: none"><li>4</li><li>5</li><li>10</li></ul>	examples: <ul style="list-style-type: none"><li>80%</li><li>90%</li><li>100%</li></ul>	examples: <ul style="list-style-type: none"><li>data collection documents</li><li>work samples</li><li>teacher observation</li></ul>	examples: <ul style="list-style-type: none"><li>data collection documents</li><li>work samples</li><li>teacher observation</li></ul>

Examples:  
By annual review, given appropriate books and verbal prompts, Zachary will **be able to read** in 4 of 5 trials, for 4 consecutive weeks, with 80% accuracy, as measured by student work samples.

BRIGANCE® IED 4 6

### Intervention Plan – Individual

General Education

Student name: \_\_\_\_\_

Learning target: \_\_\_\_\_

Classroom supports: \_\_\_\_\_

TEACHING STEPS

Baseline – right now, the student can: \_\_\_\_\_

Teaching steps in between the baseline and the learning target

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Learning target: \_\_\_\_\_

Week of:	Learning target (teaching step)	Activities	Was the learning target met?
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

BRIGANCE® IED 4 33

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The digital User Guide features **Case Studies** with different ways in which the IED 4 may be used and includes a list of **suggested accommodations** by type, domain, activity, and disability.

**Supplemental recording forms** allow teachers to track class data.

### B Physical Development: Fine Motor

Recording Symbols

- ☐ Not assessed
- ☐ Assessed but not achieved
- ☒ Skill has been achieved

Name of Children

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
<b>B-3 Early Handwriting Skills (pp. 40-50)</b>																															
** 1. Attempts to scribble.																															
2. Scribbles well. **																															
4. Holds a crayon (or pencil) with fingers, perhaps incorrectly, with hand not fixed.																															
5. Uses one hand consistently.																															
6. Draws a somewhat recognizable picture. **																															
7. Draws a recognizable picture. **																															
8. Uses a functional pencil grasp (adult grasp between thumb and fingers). **																															
<b>B-4 Draws a Person (p. 51)</b>																															
** 1. Head																															
2. Eyes																															
3. Legs																															
4. Mouth																															
5. Arms																															
6. Hair																															
7. Nose																															
8. Thumb **																															
9. Hands																															
10. Feet																															
11. Fingers **																															
12. Neck																															
13. Hair																															
14. Shoulders **																															

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## Norm-Referenced Inventory of Early Development III (IED III) Standardized

The norm-referenced IED III Standardized streamlines assessment and provides standardized scores across key developmental domains—ideal for determining present levels of performance, identifying instructional objectives, and supporting referrals.

IED III standardization and validation studies reflect:

- Normative data based on a nationally representative sample
- Strong test–retest and inter-rater reliability
- Significant content-, construct-, and criterion-related validity

Get started for **\$349** with the IED III Standardized Kit:



- IED III Standardized Inventory
- Standardization and Validation Manual
- 20 Standardized Record Books
- IED III Accessories
- Durable Canvas Tote

See [page 26](#) for more pricing information.

The 55 norm-referenced assessments cover skills in five key domains and align to the college and career readiness standards as well as other state standards.

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A PHYSICAL DEVELOPMENT: GROSS MOTOR	
Assessments	
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A-2	Standing
A-3	Walking, Skipping, and Galloping
A-4	Jumping and Hopping
A-5	Stair Climbing
A-6	Rolling, Throwing, and Catching

B PHYSICAL DEVELOPMENT: FINE MOTOR	
Assessments	
B-1	Early Fine Motor Skills
B-2	Builds Tower with Blocks
B-3	Visual Motor Skills
B-4	Draws a Person
B-5	Prints Personal Information
B-6	Writes Numerals in Sequence
B-7	Prints Uppercase Letters in Sequence
B-8	Quality of Printing

**Extensive content includes:**

- 1 Preliteracy and early literacy assessments
- 2 Broadened mathematics coverage
- 3 Expanded Social and Emotional Development section

C LANGUAGE DEVELOPMENT: RECEPTIVE AND EXPRESSIVE	
Assessments	
C-1	Early Receptive Language Skills
C-2	Early Expressive Language Skills
C-3	Identifies Pictures
C-4	Identifies Parts of the Body (Receptive)
C-5	Understands Verbal Concepts
C-6	Follows Verbal Directions
C-7	Knows Uses of Objects
C-8	Identifies Colors (Receptive)
C-9	Repeats Sentences
C-10	Identifies Parts of the Body (Expressive)
C-11	Identifies Colors (Expressive)
C-12	Verbal Fluency
C-13	Articulation
C-14	Uses Grammar and Language in Context

D ACADEMIC SKILLS/COGNITIVE DEVELOPMENT: LITERACY	
Assessments	
D-1	Experience with Books and Text
D-2	Recites Alphabet
D-3	Visual Discrimination
D-4	Identifies Uppercase Letters
D-5	Familiarity with Sounds: Phonological Awareness
D-6	Auditory Discrimination
D-7	Familiarity with Sounds: Phoneme Manipulation
D-8	Reads Words from Common Signs
D-9	Word Recognition

E ACADEMIC SKILLS/COGNITIVE DEVELOPMENT: MATHEMATICS	
Assessments	
E-1	Understands Number Concepts
E-2	Counts by Rote
E-3	Compares Different Amounts
E-4	Sorts Objects (by Size, Color, Shape)
E-5	Matches Quantities with Numerals
E-6	Reads Numerals
E-7	Solves Word Problems
E-8	Knows Missing Numerals in Sequences
E-9	Adds Numbers
E-10	Subtracts Numbers

F ADAPTIVE BEHAVIOR: DAILY LIVING	
Assessments	
F-1	Eating
F-2	Dressing and Undressing
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G SOCIAL AND EMOTIONAL DEVELOPMENT	
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G-1	Relationships with Adults (younger than 3 years)
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G-4	Prosocial Skills and Behaviors (younger than 3 years)
G-5	Relationships with Adults (3 years through 7 years)
G-6	Play and Relationships with Peers (3 years through 7 years)
G-7	Motivation and Self-Confidence (3 years through 7 years)
G-8	Prosocial Skills and Behaviors (3 years through 7 years)

## D-5 Familiarity with Sounds: Phonological Awareness

### Overview

This assessment focuses on the development of the child's early phonological awareness skills.

#### SKILLS

- Orally blends two words into one word
- Identifies rhymes
- Orally segments words into word parts (syllables)

#### ASSESSMENT METHOD

Performance

#### MATERIALS

- Page C-95
- Blank sheets of paper if needed

#### SCORING INFORMATION

- **Standardized Record Book:** Page 16
- **Entry:** 3+ years
- **Basal:** None
- **Ceiling:** None

#### NOTE

If the child has difficulty focusing on a single row, cover the other rows with blank sheets of paper.

#### AFTER ASSESSING

To write an IEP, use the Objectives for Writing IEPs at the end of this assessment.

### Directions for Assessment

This assessment is made up of three different phonological skills. For each of these skills, use the specific directions given. Administer all items.

#### Blends Two Words into One Word

Beginning with an example,

**Say:** *I am going to say two words. Then I want you to say them together to make one word. For example, if I say air . . . plane, you would say airplane. Let's begin.*

##### 1. base ball – baseball

**Say:** *The next words are base . . . ball.*

Pause for the child's response. (*baseball*)

##### 2. sail boat – sailboat

**Say:** *The next words are*

Pause for the child's response.

##### 3. cup cake – cupcake

**Say:** *The words are cup*

Pause for the child's response.

## E-4 Sorts Objects (by Size, Color, Shape)

### Overview

This assessment focuses on the child's ability to sort objects by one, two, and three attributes.

#### SKILL

Sorts objects by one, two, and three attributes

#### ASSESSMENT METHOD

Performance

#### MATERIALS

Sixteen simple objects, varying by size, color, and shape

- 2 small red circles\*
- 2 small blue circles\*
- 2 small red squares\*
- 2 small blue squares\*
- 2 large red circles\*
- 2 large blue circles\*
- 2 large red squares\*
- 2 large blue squares\*

\* included in the *IED III Accessories Kit*

#### SCORING INFORMATION

- **Standardized Record Book:** Page 20
- **Entry:** For 3 years, start with item 1.  
For 5+ years, start with item 3.
- **Basal:** Two in a row correct  
If the child does not reach a basal, drop back to the earlier Entry and begin with the item indicated.
- **Ceiling:** Two in a row incorrect

### Objective for Writing IEPs

By \_\_\_\_ (date) \_\_\_\_, when shown sixteen objects that vary by three attributes, size, color, and shape, \_\_\_\_ (child's name) \_\_\_\_ will (list as appropriate)

1. sort the objects by one attribute.
2. sort the objects by two attributes.
3. sort the objects by three attributes.

Explicitly stated, standardized directions ensure consistent administration.

### Directions for Assessment

Arrange the sixteen objects in a random array on the table in front of the child.

#### Sorts by one attribute

**Say:** *I want you to sort these* \_\_\_\_ (name of objects) \_\_\_\_ *for me.*

##### 1. Say: Put all the blue ones in a group.

Pause for the child's response. Return the objects to the group and arrange the sixteen objects in a random array in front of the child.

##### 2. Say: Now put all the small ones in a group.

Pause for the child's response. Return the objects to the group and arrange the sixteen objects in a random array in front of the child.

#### Sorts by two attributes

##### 3. Say: Now put all the large blue ones in a group.

Pause for the child's response. Return the objects to the group and arrange the sixteen objects in a random array in front of the child.

##### 4. Say: This time put all the small circles in a group.

Pause for the child's response. Return the objects to the group and arrange the sixteen objects in a random array in front of the child.

#### Sorts by three attributes

##### 5. Say: This time put all the large red circles in a group.

Pause for the child's response. Return the objects to the group and arrange the sixteen objects in a random array in front of the child.

##### 6. Say: Now put all the small blue squares in a group.

Pause for the child's response.

User-friendly page design makes it easy to navigate assessment procedures.

20 E Academic Skills/Cognitive Development: Mathematics

Simple scoring produces standard scores, percentiles, and age equivalents for key skill areas and domains.



# Set Up Your BRIGANCE Special Education Implementation for Success



## High-Quality Professional Learning (PL)

Our PL offerings aim to make the BRIGANCE tools easy to use and understand, so you can concentrate on keeping students progressing toward each exceptional goal.

Adaptable Content	Engaging for Educators	Flexible to Your Needs
We tune facilitation to each site—addressing the combination of BRIGANCE products you are using.	We enlist passionate former educators to create and deliver our PL to ensure it is of the highest quality.	Trainings are available as onsite sessions or virtual courses, so you can learn where and when you wish.



**Learn more about BRIGANCE PL**  
in our [Professional Learning brochure](#).



# Pricing and Ordering

Transition Skills Inventory 2	Price	Order #
<b>TSI 2 Kit (Examiner's Manual and 20 Record Books)</b>	\$319	33576.0
<b>TSI 2 Examiner's Manual</b>	\$239	31648.0
<b>TSI 2 Record Books</b> (Examiners use one TSI 2 Record Book per student for recording assessment results.)	\$5.99 ( <i>Single</i> )	31549.0
	\$99.99 ( <i>20-pack</i> )	31964.0
	\$469 ( <i>100-pack</i> )	31965.0

Transition Skills Activities 2	Price	Order #
<b>TSA 2 Digital Resource Library</b> (One-year subscription)	\$129 <i>per educator</i>	35210.0

Criterion-Referenced Inventory of Early Development 4 (IED 4)	Price	Order #
<b>IED 4 Classroom Kit</b> (Includes the IED 4 Developmental and Academic Administration Manual Set, Manipulatives, 20 Record Books, and Durable Canvas Tote)	\$419	44693
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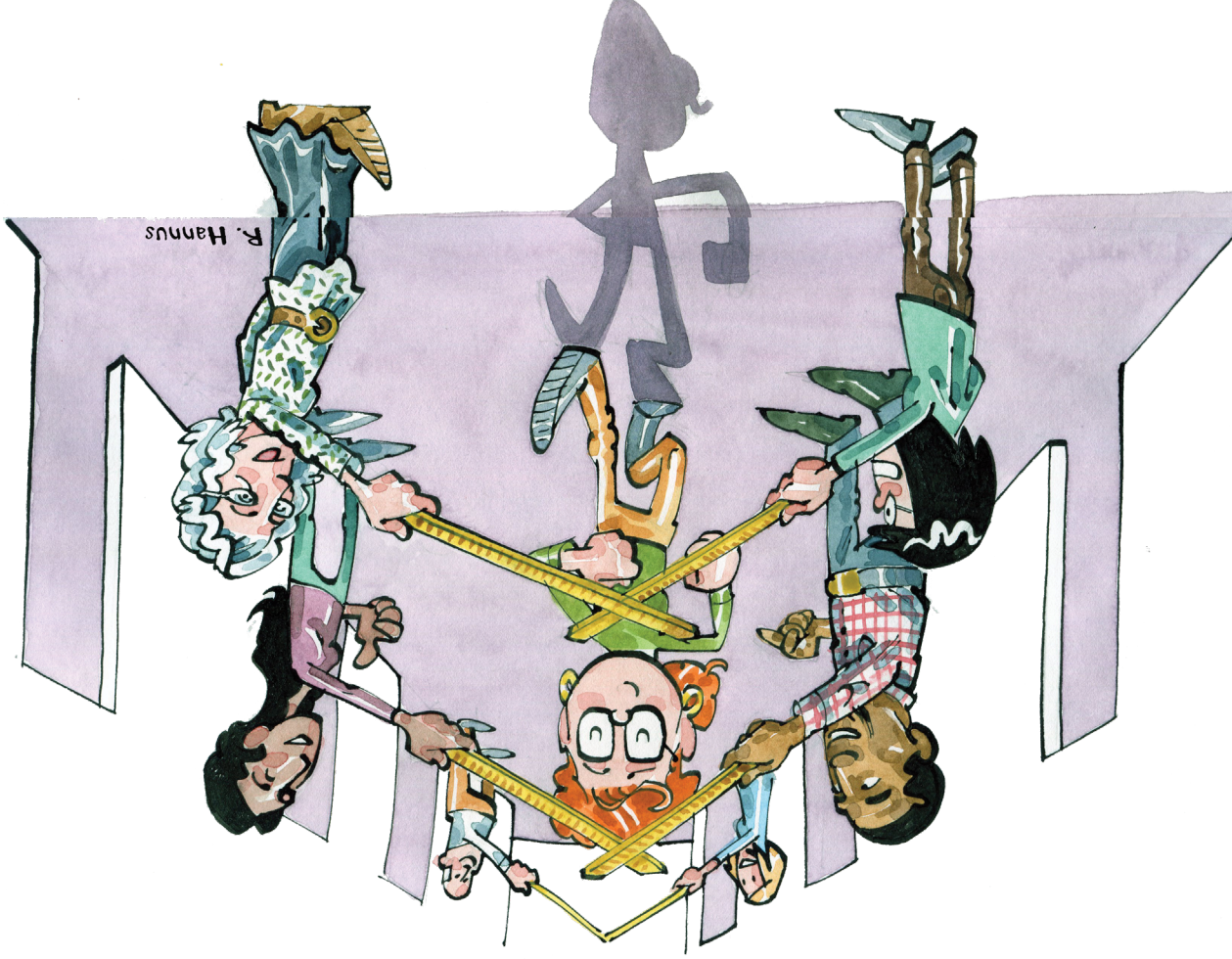
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